

Implementation Year 3: Grades 4-8 Mathematics Specialists¹

Student Academic Progress

| Student Academic Progress Data | Category | Point Value | Classroom Level Data ² | Point Value | Point Determination | |
|--------------------------------|--------------------------|-------------|---|-------------|---|---|
| 40 Points (33% of total) | Achievement | 4 | Percent Passing AIMS Mathematics | 4 | 4 points: ≥80% of students passed AIMS Mathematics 3 points: 60%-79% of students passed AIMS Mathematics 2 points: 40%-59% of students passed AIMS Mathematics 0 points: <40% of students passed AIMS Mathematics | |
| | Growth | 32 | Catch Up Median Ratio of Student Growth Target-Mathematics | 4 | 4 points: Median Ratio ≥0.8 2 points: Median Ratio 0.5-0.7 0 points: Median Ratio <0.5 | Sum of points from both levels divided by 2 to total up to 4 points |
| | | | Move Up Median Ratio of Student Growth Target-Mathematics | | 4 points: Median Ratio ≥0.7 2 points: Median Ratio 0.5-0.6 0 points: Median Ratio <0.5 | |
| | | | Classroom Median of SGP Mathematics | 4 | 4 points: Classroom median ≥59 3 points: Classroom median between 48-58 2 points: Classroom median between 37-47 1 point: Classroom median between 26-36 0 points: Classroom median <26 | |
| | | | SLO Growth Statement(s) | 12 | 12 points: ≥ 90% of the students met the SLO 9 points: 80%-89% of the students met the SLO 6 points: 60%-79% of the students met the SLO 3 points:<60% of the students met the SLO | |
| | | | SLO Growth Statement(s) | 12 | 12 points: ≥ 90% of the students met the SLO 9 points: 80%-89% of the students met the SLO 6 points: 60%-79% of the students met the SLO 3 points:<60% of the students met the SLO | |
| | College and Career Ready | 4 | AIMS CCR Equivalent Score-Mathematics/Grade 8 students who earned Exceeds on AIMS Mathematics | 4 | AIMS CCR Equivalent Score- Mathematics 4 points:≥30% of students met AIMS CCR Equivalent 3 points:22-29% of students met AIMS CCR Equivalent 2 points:14-21% of students met AIMS CCR Equivalent 1 point:6-13% of students met AIMS CCR Equivalent 0 points:<6% of students met AIMS CCR Equivalent Grade 8 Students who Earned Exceeds on AIMS Mathematics 4 points: ≥30% of grade 8 students earned exceeds 3 points: 21-29% of grade 8 students earned exceeds 2 points: 12-20% of grade 8 students earned exceeds 1 point: 3-11% of grade 8 students earned exceeds 0 points: <3% of grade 8 students earned exceeds | |

| Teaching Performance | | | | | |
|-----------------------------|-------------------------------|-------------|---|-------------|---|
| Teaching Performance | Domain | Point Value | Leadership Standards | Point Value | Point Determination |
| 60 Points (50% of total) | Planning and preparation | 18 | 1a. Demonstrating Knowledge of Content and Pedagogy | 3 | 3 points: Distinguished 2 points: Proficient 1 point: Basic 0 points: Unsatisfactory |
| | | | 1b. Demonstrating Knowledge of Students | 3 | |
| | | | 1c. Setting Instructional Outcomes | 3 | |
| | | | 1d. Demonstrating Knowledge of Resources | 3 | |
| | | | 1e. Designing Coherent Instruction | 3 | |
| | | | 1f. Designing Student Assessments | 3 | |
| | The Classroom Environment | 15 | 2a. Creating an Environment of Respect and Rapport | 3 | |
| | | | 2b. Establishing a Culture for Learning | 3 | |
| | | | 2c. Managing Classroom Procedures | 3 | |
| | | | 2d. Managing Student Behavior | 3 | |
| | | | 2e. Organizing Physical Space | 3 | |
| | Instruction | 15 | 3a. Communicating With Students | 3 | |
| | | | 3b. Using Questioning and Discussion Techniques | 3 | |
| | | | 3c. Engaging Students in Learning | 3 | |
| | | | 3d. Using Assessment in Instruction | 3 | |
| | | | 3e. Demonstrating Flexibility and Responsiveness | 3 | |
| | Professional Responsibilities | 12 | 4a. Reflecting on Teaching | 3 (*.67) | |
| | | | 4b. Maintaining Accurate Records | 3 (*.67) | |
| | | | 4c. Communicating With Families | 3 (*.67) | |
| | | | 4d. Participating in a Professional Community | 3 (*.67) | |
| | | | 4e. Growing and Developing Professionally | 3 (*.67) | |
| | | | 4f. Showing Professionalism | 3 (*.67) | |

| Surveys | | | | | |
|-----------------------------|----------|-------------|------------------------------|-------------|---|
| Survey | Category | Point Value | Survey Source | Point Value | Point Determination |
| 20 Points (17% of total) | Survey | 20 | Student Survey | 15 | 15 points: 79% of student survey mean scores were a 3 or above 10 points: 55%-78% of student survey mean scores were a 3 or above 5 points: 31%-54% of student survey mean scores were a 3 or above 0 points: <31% of student survey mean scores were a 3 or above |
| | | | Parent Survey (School level) | 2 | 2 points: ≥78% of the parent survey mean scores were a 3 or above 1 point: 41%-77% of parent survey mean scores were a 3 or above 0 points: <41% of parent survey mean scores were a 3 or above |
| | | | Self-Review | 1 | 1 point: Teacher completed self-review 0 points: Teacher did not complete self-review |
| | | | Peer Review | 2 | 2 points: the average of the peer review mean scores was a 3 or above 1 point: the average of the peer review mean scores was 2-2.99 0 points: the average of the peer review mean scores was < 2 |

| Summative Score of the Three Components | |
|---|---|
| Point Value | Point Determination |
| 120 | 120-108 points: Highly Effective 107-85 points: Effective 84-60 points: Developing <60 points: Ineffective |
| 2 | Bonus Points ³ |

Note: 1.The information being provided in the rating table is part of a teacher evaluation system and has not yet been validated. ADE recommends that LEAs do not wholly rely on the information provided in these tables when designating summative teacher classifications as part of the evaluation process, without piloting the rating system first.

2. Data are aggregated for each teacher. If a teacher has multiple classrooms or grades, data from those classrooms are combined for the aggregation.

3. In order to encourage more inclusive and collaborative practices within general education settings, special education and general education teachers who collaborate to close the achievement gap between the students with IEPs and general education students will receive 2 bonus points in the final calculation.